U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): (Check all that apply, if any)
☑ Charter ☑ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Mr. Charles Weber

Official School Name: Solider Hollow Charter School

School Mailing Address: 2002 S Olympic Drive
Midway, UT 84049-6216

County: Wasatch State School Code Number: 5495

Telephone: (435) 654-1347 E-mail: chuckeweber@gmail.com

Fax: (435) 654-1349 Web URL: www.myshcs.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Charles Weber Superintendent e-mail: chuckeweber@gmail.com

District Name: Soldier Hollow District Phone: (435) 654-1347

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Chris Willis

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 1 Elementary schools
   (per district designation) 0 Middle/Junior high schools
   0 High schools
   0 K-12 schools
   1 Total schools in district
2. District per-pupil expenditure: 5487

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural

4. Number of years the principal has been in her/his position at this school: 6

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	7	12	19
K	28	15	43		7	6	6	12
1	17	11	28		8	1	4	5
2	19	13	32		9	0	0	0
3	9	16	25		10	0	0	0
4	16	14	30		11	0	0	0
5	8	20	28		12	0	0	0
							Total in Applying School:	222

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
1 %	Asian
2 %	Black or African American
4 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
93 %	White
0 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 13%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2009 until the end of the school year.	15
(2)	Number of students who transferred ***from*** the school after October 1, 2009 until the end of the school year.	14
(3)	Total of all transferred students [sum of rows (1) and (2)].	29
(4)	Total number of students in the school as of October 1, 2009	222
(5)	Total transferred students in row (3) divided by total students in row (4).	0.13
(6)	Amount in row (5) multiplied by 100.	13

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 70%

   Total number of students who qualify: 85

   If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

   The percentage listed is the UEN rate based on the total of number of students who returned FIRM applications and those who qualified. The percent receiving FIRM is 38%.

10. Percent of students receiving special education services: 13%

    Total number of students served: 28

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

1	Autism	0	Orthopedic Impairment
0	Deafness	7	Other Health Impaired
0	Deaf-Blindness	7	Specific Learning Disability
0	Emotional Disturbance	13	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	15	3
Special resource teachers/specialists	1	1
Paraprofessionals	0	0
Support staff	1	1
Total number	18	5

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 16:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	95%	94%	91%	90%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	1%	0%	1%	0%	0%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	
Enrolled in a 4-year college or university	%
Enrolled in a community college	%
Enrolled in vocational training	%
Found employment	%
Military service	%
Other	%
Total	**0**%

PART III - SUMMARY

Soldier Hollow Charter School had its beginnings in a small building at the Sundance Ski Resort owned and operated by Robert Redford. Soon, the school outgrew its space there. At this same time, we had the wonderful opportunity to share in the fantastic 2002 Winter Olympics in the Midway area where the biathlon cross country ski event was held at Soldier Hollow. We partnered with the State Parks through the far sighted vision of the Director of the ski resort and tubing hill, Howard Petersen. He joined us with an aspiration that our students would grow with their appreciation for this beautiful setting of the environment, nestled in the Wasatch Mountains, become a part of the cross country ski program to develop a life-long skill that would enable them to be healthy and fit, and perhaps dream of becoming more than they could become in any area they so wished, even perhaps as an Olympian skier.

We have overcome many areas of concern. We started very humbly at Soldier Hollow with only about 18 students. Our staff turn-over was great. We were located about 15 or 20 minutes from the nearest small town. We were known as “tree huggers” and not everyone welcomed us with open arms because they thought that our only focus was to save the trees and not at all an academic school. We also had no real representation in diversity from the community which was high and rich in the Hispanic culture. We have expanded our growth to 225 students at this time. We have added three beautiful, custom-made buildings onto our campus. We are grades kindergarten (which we have extended to full day for the benefit of our students’ success) to eighth grade. We have over 5 to 6 thousand volunteer hours clocked by our parents each year (including the summer when they come to paint, repair and build on to our school).

We celebrate diversity by hosting a Winter Olympics, which culminates our cross country ski season. Our students are divided into teams with representatives from every grade on their team. They research the country they were chosen to represent. They have one full day to display what they have learned, present artifacts from those countries lent by parents, grandparents and even community members who look forward to this event every year. The next day the teams proudly carry the flag of the country they have studied and participate in various ski skill activities to compete in a mini Olympic day.

Our enrollment has increased to approximately 4% of Hispanic population and 3-5% other, including Black, Native American, and Asian. We have organized car-pool situations to help with the distance from the communities. Our community outreach program has defined our school as a welcoming alternative place of education and has ushered many more people to our doors.

And so began our mission, “to create a school that utilizes place-based education to foster autonomous, lifelong learning through knowledge of and responsibility for the environment.” We want our children to become stewards of their environment. We want to empower them to help improve the environment where they stand and with what they can do in their own communities. We start by discussing that the environment starts within each of them. We all must take care of our own environment and that of those around us. Therefore, we have zero tolerance for violence, fighting, using foul language and arguing out on the playground. Then we can branch out to the area around them, the classroom space, the school, the ski area, the forests and then their community.

We look for opportunities or needs to provide service to our communities each year. We clean the city park or playground, the cemetery, the main streets of garbage and debris, and the Senior Citizens’ center. We started the Provo River Water Shed Festival to help people become aware of the problems that the litter and garbage people are throwing into the river are effecting the fish and wildlife in and around that river as it intertwines throughout all of our communities and travels further south through our State.

The purpose of Soldier Hollow Charter School is to create an innovative, educational model that utilizes the natural environment in its pedagogy. The natural world will be used as a classroom for place-based learning across the curriculum. Learning through experience, the students develop a deep understanding of the critical importance of the environment today, and in the future.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Soldier Hollow Charter School (SHCS) was one of the first charter schools in Utah, opening August 1999. In 2008 the school expanded to include 7th grade and again in 2009 to include 8th grade. Physical space was quite limited during the 2008 school year. Staff changes also occurred during that time to deal with the expanding curriculum for the new upper grades.

Performance trends are based on the Criterion-Referenced Tests (CRTs) created by the Utah State Office of Education (USOE). These multiple-choice tests are administered near the end of the school year to assess the knowledge and skill of students in grades 2-11 in the areas of Language Arts, Mathematics, and Science as outlined in the Utah Core Curriculum. There are 4 levels of proficiency: (1) Minimal and (2) Partial, demonstrate "not proficient"; (3) Sufficient and (4) Substantial, demonstrate "proficient" (or "meeting the standard", in BRS terms). Mathematics CRTs were substantially revised in 2009 and data from 2009 and on are not comparable to prior years.

The URL where Utah education assessment results may be found is: http://www.schools.utah.gov/main/DATA-STATISTICS/Educational-Data/Accountability-School-Performance/Accountability-Reports.aspx Select the year, the State/District/Charter and then select from several reports: AYP, Highly Qualified Teacher, U-PASS (the Utah accountability system for schools). U-PASS determines the proficiency and progress for each school using multiple assessments and indicators. An annual school report card is released each year that indicates if the school achieved the state standard as defined by the U-PASS criteria.

SHCS has improved in all three subject areas from 2006 through 2010. Proficiency rates increased as follows: Language Arts from 81% to 83%; Mathematics from 80% to 82%; and Science from 72% to 90%. The steady improvement over the past five years hit a temporary downturn in 2008 during the school expansion. An assessment specialist consulted with the Director and faculty to analyze and interpret data at the standards and objectives level. Using knowledge gained from the data and existing knowledge of the curriculum, faculty were given the task of designing and implementing intervention strategies (games, activities, projects, etc.) to help improve students with low scores and reinforce students with high scores.

In Utah, CRT data analysis moves beyond proficiency rates and looks at progress. USOE uses a "value table" approach for holding schools accountable for student longitudinal progress. Schools are awarded points based on students' scores in year-one compared to their scores in the next grade in year-two. Even if a student does not meet proficiency, schools are awarded points for the amount of progress that student makes striving for proficiency. Schools with a progress score of 190 or more are meeting state standards.

Analysis of data reveals that although proficiency rates dropped in 2008, SHCS still made a great deal of progress with those students. Many of the students who enrolled at SHCS in 2008 entered the school at a low level of proficiency and, although they did not all become proficient in a year, they made enough progress to give the school progress scores of 215 in Language Arts and 213 in Mathematics. Since 2008, the school regained and surpassed the drop in proficiency rates in all three subject areas and exceeds the state rates as follows: 2.2% Language Arts; 14.0% Mathematics; and 20.7% Science.

In the most recent year of data, there is one achievement gap of 17.8% between the Language Arts proficiency rate of all 131 students (83%) and the 26 students with disabilities (SWD) (65%). Over the past five years the SWD proficiency rate has climbed from 20% to 65%. SHCS uses the inclusion approach and teaches all students in the classroom. Students are not pulled out from their regular classroom. This ensures they do not feel isolated from their peers. They also have the opportunity to hear the regular classroom instruction. Students can work with the special education teacher outside of regular

classroom hours. Students are happy and enjoy their learning. They are proud of their projects and want to display their work along with their peers. SCHS puts these students in leadership positions where ever possible, such as on social committees and the Green Team. Students discover they can transition skills from these activities into academic arena. As they are included in so many aspect of school life, they no longer view themselves as "different" and are more willing to ask peer tutors for assistance.

2. Using Assessment Results:

USOE releases CRT data and AYP reports in late summer. The Director meets with faculty to analyze and interpret the data. As a team, they look for strengths and weaknesses at four levels: school-wide; grade-level; teacher; and individual students. They look "diagonally" along the graphs to follow cohorts of students from year to year. This helps them zero in on development needs of these groups of students. Teachers compare content areas with high and low scores and discuss which teaching techniques are most effective for specific curriculum or students.

One example of how assessment data has improved student and school performance is in Language Arts. Over the past couple years the approach to literacy at SHCS has changed. Initially SHCS relied on the phonemic approach in the Basal reading technique. CRT results indicated this was not sufficient for all students, so SHCS added professional development in the Spaulding method for all K-3 teachers. This added emphasis to word recognition, vocabulary development, sentence building and better comprehension. This change in approach also coincided with the state's emphasis on early reading on grade level. Another systematic change was in teacher evaluations regarding literacy. The Director does classroom walk-throughs every day. These include looking for specific teaching approaches that support changes to literacy teaching. If teachers attend professional development, the Director expects to see evidence of implementation, such as "Word Wall" or "Words Your Way". He gives immediate feedback and encouragement to teachers to ensure improved teaching.

SHCS added another form of assessments to help improve literacy. DIBELS are now being done two to three times throughout the school year to constantly monitor the students for reading level rather than waiting for "end of level" CRTs. SHCS purchased the DIBELS assessment reporting services offered by the University of Oregon where these tests were originated. The university returns graphs and student level reports on an ongoing basis that helps SHCS teachers focus on areas that need improvement. The Director reminds the teachers that mastery does not necessarily demonstrate retention. They need to re-assess the students to see how well they are building upon concepts and to show retention of those concepts. Don't just teach to the test. Literacy skills are useful and relevant to students' lives over the long run.

One other example of systemic change that was triggered by assessment data is how families are included in improving reading. SHCS uses parents to help tutor the students in reading during regular school hours. Reading is also encouraged at home with implementation of reading calendars that challenge the students to work with their family on reading at least 20 minutes each night.

3. Communicating Assessment Results:

SHCS communicates assessment results with key stakeholders in a timely fashion. Communication with students begins in the spring when CRTs are administered. The assessments are celebrated and encouraged. We serve students fruit, yogurt, and healthy treats to help them not be distracted by hunger. We explain that these tests are a way for students to show what they know. It is not a pass or fail situation, but an overall, multi-faceted demonstration. They have many opportunities to succeed. Students are reminded that the CRTs are based on the state standards they have heard all year. Then, in the fall, individual reports are distributed to students. Discussions focus on the items that students did well on and those they need to improve. There is less emphasis on the overall score.

Parents are another major constituent that receives assessment information. During "Back to School Night" parents are given score sheets for their individual student(s). We explain the 4 levels of

proficiency score and where their student fits. The overall strengths and weaknesses of the grade-level and the school as a whole are discussed. We share what the emphasis of the school year will focus on (overall and for specific students). There is time for questions and answers. Anyone not in attendance this evening receives the reports and a letter in the mail. They are encouraged to come in and meet with the Director to ensure they understand the results. Parents with students who have low scores are also contacted by phone.

SHCS publishes AYP scores and CRT information in newsletters to parents. The emphasis is "how does the school fit within the state standards" rather than a comparison with other schools. It would be difficult to accurately identify other comparable Utah schools based on the project-based environmental learning utilized at SHCS.

Communication of assessment results is included on the agenda of several board meetings, usually at the start of the school year. These provide board members with an overview of the trends and targets the school is achieving. The data help the board make decisions on budget expenditures for professional development, tutoring, teaching and learning materials, and other expenses related to improving student achievement.

4. Sharing Lessons Learned:

In 2010 SHCS applied for and was awarded a 2-year Federal Dissemination Grant that allows the school to share our successful curriculum and teaching strategies with other schools. The SHCS charter is based on the environment. Our mission is to "provide an innovative educational model that nurtures inquiry, creativity and inspires the desire to learn. The natural world will be used as a classroom for place-based learning across the curriculum." SHCS faculty have created inclusive environmental science lessons that encompass all the state standards across subject areas. Our strategy is to utilize project-based learning to teach skills mapped across as many academic areas as feasible. Core subjects (communication, writing skills, math, science) and others (social studies, history, etc.) are all part of the projects.

One of the over-arching science activities is the Science Fair, which is inquiry based. This project resonates with the students. SWD students love this project and are successful. There are several SWD students at SHCS that move on to the state-level of competition. These students have had to work extra hard to overcome some of the special needs that they have. It is important that we have the opportunity to share our approach to the Science Fair with other schools so they see it as a venue for all students.

A team of five staff members is slated to visit over 30 charter schools throughout the state as part of the Dissemination grant to share lessons learned. These schools were selected based on their responses to surveys conducted earlier in the year. The in-services will present these project-based concepts and approaches. Our goal is to get a commitment from teachers and schools to create lessons and projects that can be shared with one another. We will raise their awareness to become more "green" in their approach to teaching and learning. Schools that embrace the curriculum by actually implementing what they teach would be a very powerful teaching model. SHCS promotes the need to "walk the talk" through actions such as implement recycling, turn off lights, reuse, reduce, and recycle.

Information will also be shared at the national level. The SHCS Director, Chuck Weber, is on the board of the National Green Charter Schools Organization. In addition, SHCS will make a presentation at the National Charter School Association late June 2011 in Atlanta.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our staff at each level, kindergarten through 8th grade, becomes familiar with the State Core Standards by working together during the summer developing a scope and sequence for each new calendar school year. We then develop a curriculum map that helps us take the State Core Standards at each curriculum area and intermingle it with as many cross curriculum areas as we can that provides opportunities to interject skills in the projects that are developed for the students. We feel that as we engage our students in projects that are of high interest and still interjected with skills that continue their learning and progression in the academic areas, they will be eager to learn, have fun doing it and because it is relative to their lives, will retain the knowledge.

We have extended our Reading and Language Arts or Literacy time throughout the day. Vocabulary happens in math, social studies and science as well as reading and language arts. Writing and communication skills are important in every subject area when they are trying to articulate their projects and so they must develop vocabulary and writing skills that enable them to explain themselves in every academic area. Crossing curriculum areas demonstrates to students that the basic skills of reading, continued vocabulary acquisition, writing skills, math skill usage and so forth are imminently important and relative to their everyday lives.

Our school charter is based on the environment and the arts. The students are always engaged in projects that are creative, innovative and personal in how they use their abilities and that of the great artists or computer designers to enhance their project presentations. We bring in visiting artists in many areas, performing artists, visual artists in many forms such as painters using oil or water color, toll painting which is part of the community Swiss heritage, American Native weaving, bead work, clay and other approaches to using natural resources. Performing arts is the most difficult for our school. Space is a problem for us, budget is another. We work with the regular public district for any students who desire to take band or orchestra to be able to take those classes at the local schools nearby.

We do, however, bring in performing arts groups from our local universities. We have written grants that bring in different cultural performers into our school to work with our students on a regular basis to create their own instruments and then perform a musical concert for their peers and parents. Students are engaged in plays both performed on campus and taken to such performances as the “Traveling Shakespeare” performances held at Payson High School. We have Hale Theatre in a near-by community and have been able to attend several plays that the students have studied such as “The Diary of Anne Frank” and “To Kill a Mockingbird”. We have also written a grant to bring in an artist who used photography as a means to allow every child, in spite of their skill development level to use digital photography to express themselves and write poetry and stories through the use of digital pictures.

We are a part of the Gold Medal program, wherein our students pledge themselves to healthy eating and exercise both at home and especially at school. Our teachers dedicate themselves to inservice and lesson plans to teach those concepts to promote healthy eating and daily exercise, even during the lunch time. We have attained the highest level of Platinum and have maintained that level for the past five years. We use the cross country ski program in our school, where students ski twice a week and after school for those who wish as a life skill to use throughout their lives for exercise with their friends and families.

We are an elementary model rather than a secondary model in the 7th and 8th grades. We introduce languages at the kindergarten through 8th grade levels. Our parents, who are from different countries, come into the school to present cultural awareness with costumes and food and a complete history of their country. Every student visits and experiences this presentation. We have parents that teach Spanish, Japanese, German and some Slavonic languages. We have teacher exchanges with adopted sister-schools in Mexico where we have Skyped with teachers and students while our teacher is visiting there. We have

had a teacher from Japan spend a year at Soldier Hollow, teaching Japanese Oragami, physical activities taught in elementary schools in Japan. He shared his costumes and cultural experiences with our children in all grades and with our parents. We are presently applying for another exchange teacher from China to spend a year with us. We continue to pen-pal with letters and occasional Skyping to keep in touch and share lessons that are similar in contact. We have shared environmental issues and ideas to solve them. We have had a Board member who is from the Dominican Republic teach Spanish to the 7th and 8th grade students on a daily basis as a volunteer for two consecutive years.

2. Reading/English:

In determining our Reading curriculum, we researched the top basal programs supported by the State Office of Education. These basal programs were also chosen by the largest states in the West. These programs, were all consistent with the State Core Standards, basic literacy acquisition, and a strong language element as well. We adopted our basal program to give our students a constant strand throughout our grades for teaching and learning that would have the same approach throughout all grades. However, we recognized the importance of an eclectic approach in every classroom because not every student learns in the same manner with the same material. Therefore, having different approaches to the same standard and strand within that standard was important to the diverse group we would find in each classroom, at each grade.

In reviewing the criteria referenced tests at the end of each school year, we were able to assess two things, where our students' strengths and weak areas were and whether or not our teachers could use some different teaching strategies. This helped to define a school-wide improvement plan for the development of improved student skills, the maintaining of skills that were competent, and the assisting of teachers to receive new teaching methods and strategies that enabled them to assist students to improve the skills in which they were in need.

Following this process, we outlined new programs such as the Spalding Program, which enabled us to provide training to all teachers in the kindergarten through 3rd grades to enable a stronger approach to phonemic awareness and word acquisition. This grows into sentence building through stronger vocabulary development – all of which are skills that are great improvements in the reading skills, especially for those students who have been on below grade level reading prior to this point. This approach has brought the students' to better understanding of their vocabulary and then on to comprehension skills that transfers them into leveled readers.

As they progress through this process, they are able to transfer this into other curriculum areas using the same phonemic awareness and word acquisition and so forth. This yearly process enables our staff to identify skill development needed for students and better techniques for themselves, producing positive success for our students.

3. Mathematics:

Our Math program is one in which we believe our students must transfer the skills they learn to their everyday lives through problem solving and asking higher level thinking questions. They must use the skills by developing word problems themselves, using their vocabulary of math as well as that which enables them to explain those concepts to their peers (extended literacy). Using multiple concepts in more than two step problems helps them to demonstrate their use of the concepts individually but in using multiple steps, applying them to real-life situations. Giving them real-life environment situations that they can find in their classrooms or out of doors or at home, helps them to start the thinking process and makes it relative to something they can visualize. Working together enables them to sometimes teach to one another. This enables them to master skills. Peers who have skills not quite developed have chances to work on them in a less threatening environment (not on a test), yet still putting them to use to determine a problem solving situation that their peers help them to understand. Then, learning becomes imminent for all involved.

Here too, the best researched-based texts were chosen. The texts we reviewed were recommended by the Utah State Office of Education and were based upon the State Core Standards established by the State. One element about the text we chose was that it had a strong language component. It challenged students to do critical thinking. It enabled the teacher to use creative approaches for the students to make their own word problems that utilized multiple concepts for their peers to solve. It enabled students to develop Math vocabulary but also vocabulary that helped them communicate in general to present their problems to peers and their teachers (continued literacy development).

Teachers are able to review criteria referenced tests at the end of each school year to determine the skill levels in which our students need particular help. They are able to outline areas of need in techniques they need for reinforcement of instruction. Together, we outline a program that enables our school to focus on skill development for students, increased teacher skill development and continued success for students.

4. Additional Curriculum Area:

One of our strongest areas of achievement is in the area of science. It was, at one time, one of our lowest. However, reviewing our school's charter, which is dedicated to the environment, caused us to readdress our Mission statement. "Our mission is to create a school that utilizes place-based education to foster autonomous, lifelong learning through knowledge of and responsibility for the environment." Continuing to look at the purpose by which we have established our school, "to create an innovative educational model that nurtures inquiry and creativity," we felt we needed to rededicate ourselves to a better enrichment of the sciences.

As we increased our literacy time by crossing the curriculum, we looked to create projects and themes on which to focus enabling our teachers to present ideas of interest to students at all skill levels. The students would develop projects, according to the scientific inquiry method, enhancing research skills, building vocabulary and writing skills, using technology for research and using creativity to display their work. Students at all skill levels were able to participate and collaborate with one another.

Our students with special needs were always interested in science and "how things worked" or "what made things tick" or "what happened to this if that happened". It engaged them. They were eager to research on the computer. They learned new vocabulary, definitions and terms. Many students with special needs were great in art. They enjoyed creating displays demonstrating their projects. They asked for help from their classmates who had higher skills with spelling and writing so that their project displays were accurate and appealing. This helped bridge the gap in test scores for the students with special needs because they worked harder in vocabulary development. They increased their vocabulary, their writing skills and their knowledge in science. This also helped them in reading. The higher level students reinforced their skills in their own research and also by teaching and helping others.

Assessments have demonstrated over the last three years, that we have scored well over the State expectations, that our special needs students have narrowed the gap in the science testing area. We have given an area of content that our special needs students can be involved with pride and enjoyment and in an area that helps them develop skills while doing so. That acceleration is worth all of the effort.

5. Instructional Methods:

Instructional approaches are delicate topics to say the least. It is an area that every teacher prides him or herself with as they address the needs of every individual student in the classroom and balances the time it takes to prepare and present the material and concept. When one discusses how instruction is modified to meet the needs of the diverse student subgroups in the classroom, one could be talking about, in a classroom of 25, 25 different subgroups at any given time in any given subject for any length of time.

In that same classroom of 25, the teacher subgroups students by skill levels of abilities, which usually can be from 3 to 5 sub groups. The teacher then tries to teach a basic concept that hits all 5 levels without going over everyone's head or under too many heads, thus boring the top fifth, shooting over the top of

the lower skill level students, and maybe hitting the middle groups with something they may or may not have heard something about before.

Skill development in the classroom is essential in knowing your students' needs in the content area. Modifying instruction happens by using many strategies at all levels. Knowing the skill levels of the students enables the teacher to move students through skills by differentiating assignments. Thus, students at all levels, may or may not have to complete all problems or parts of assignments if they can demonstrate, consistently on the assignment, that they have mastered the concept. Thus, the student at any level can move on to the next level or next assignment doing the same thing. This can and should also be done with homework assignments. Opportunities for students to self-assess in concepts to demonstrate that the practice they have had through class work, tutoring or homework has enabled them to master skills, thus giving them the opportunity to move on to new skills.

Frequent teacher assessment, one on one conferences, and re-teaching opportunities in small group situations can give modification opportunities for students to help identify skill development or need. Good teaching does not mean quantity of practice opportunities to demonstrate mastery or retention of a concept. Allowing students to demonstrate good quality of work on a consistent basis, encourages accuracy and retention for a longer period of time for skill building.

6. Professional Development:

As I mentioned previously in reviewing the criteria referenced tests at the end of each school year, we were able to assess two things, where our students' strengths and weak areas were and whether or not our teachers could use some different teaching strategies and methods. This helped to define a school-wide improvement plan for the development of improved student skills, the maintaining of skills that were competent, and the assisting of teachers to receive new teaching methods and strategies that enabled them to assist students to improve the skills in which they were in need.

Professionally, this development plan enables our school to look inward at the needs of our staff and outline what we can do at our site, using the strengths we have from within. We have a planning day each Friday. Our students leave for the day at noon. As a staff, we plan an in-service, on a regular basis, which addresses some teaching need that will help in the skill development of our students. We plan this in-service ahead of this day. People are assigned to present it or we bring someone from the State Office of Education or we bring in someone from a university or college to present the technique or method.

Another part of our professional development plan is to find in-service opportunities being offered by professional groups, universities or the State Office of Education that is to be held off campus for a complete day or two and we find substitutes for teachers who desire to attend. If the methods are desired by the entire staff, we either stagger the offering or try to send the entire staff at a time when it is possible. An example of this kind of in-service is when we sent all of our kindergarten through 3rd grade teachers to the Spalding training.

This training aligns with our State Core Standards that are outlined by the Criteria Referenced Tests which we review each year. We are able to assess the skill development areas of our students and determine the needs of our teachers in professional development and act accordingly.

7. School Leadership:

My leadership philosophy is two-fold. First and far most, I believe that all of my decisions must be based on what is best for all children. Secondly, I lead by example. I do not ask anyone, teacher, student, parent, or Board member to do anything I am not willing to do myself and be the first in line to set the example.

I believe in placed-based decision making for all parties involved. Everyone must have a forum by which they can be heard, assured they were listened to, involved in the decision making process and included in the celebration of all successes.

If my philosophy is to make all decisions based on what is best for children, it must start by including parents into the school as partners in their child's education. We include them in the classrooms as helpers in any way they feel comfortable. If their students see that school and education is important to their parents, it will become important to them, thus learning will be important. Students will be anxious to go home to discuss what they did today and parents will be familiar enough with the process to be able to ask questions when the student says, "Oh, we didn't do nothing, today."

Board members should include parents who desire to guide their schools to achieve the best in all things, academic areas, community service, and student activities that support learning. They are there to govern what happens within the school, help communicate to parents, and to help promote the wellness of the school to the community. It is their responsibility to oversee the money that is entrusted to the school for the promotion of programs that support the skill development and student achievement in the academic areas but also the social development as a citizen of the community and the world.

My position as Principal is to lead, assist, encourage, and promote the development of every student to their maximum potential as a life-long learner and as a citizen of their community and to learn how they can fit into this world. I desire every student to dream themselves into any position or career and know how to achieve that dream. I want them to see themselves as a loving, caring person who has much to give and much to learn all the rest of their lives, without limitations.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 1 Test: Mathematics CRT

Edition/Publication Year: 2005-2007 Publisher: USOE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month				Apr	Apr
SCHOOL SCORES					
Proficient				94	72
Substantial				61	44
Number of students tested				18	18
Percent of total students tested				100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Substantial					
Number of students tested					
2. African American Students					
Proficient					
Substantial					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Substantial					
Number of students tested					
4. Special Education Students					
Proficient					
Substantial					
Number of students tested					
5. English Language Learner Students					
Proficient					
Substantial					
Number of students tested					
6.					
Proficient					
Substantial					
Number of students tested					
NOTES: 5 years of data not available. USOE stopped giving this test to 1st graders after 2006-2007 school year. So only two years available.					

11UT3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 1 Test: Language Arts CRT

Edition/Publication Year: 2005-2007 Publisher: USOE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month				Apr	Apr
SCHOOL SCORES					
Proficient				78	78
Substantial				50	33
Number of students tested				18	18
Percent of total students tested				100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Substantial					
Number of students tested					
2. African American Students					
Proficient					
Substantial					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Substantial					
Number of students tested					
4. Special Education Students					
Proficient					
Substantial					
Number of students tested					
5. English Language Learner Students					
Proficient					
Substantial					
Number of students tested					
6.					
Proficient					
Substantial					
Number of students tested					
NOTES: 5 years of data not available. USOE stopped giving this test to 1st graders after 2006-2007 school year. So only two years available.					

11UT3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 2 Test: Mathematics CRT

Edition/Publication Year: 2005-2008/2008-2010 Publisher: USOE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	68	85	72	76	64
Substantial	43	45	44	41	50
Number of students tested	28	20	18	17	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	71				
Substantial	41				
Number of students tested	17				
2. African American Students					
Proficient					
Substantial					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Substantial					
Number of students tested					
4. Special Education Students					
Proficient					
Substantial					
Number of students tested					
5. English Language Learner Students					
Proficient					
Substantial					
Number of students tested					
6.					
Proficient					
Substantial					
Number of students tested					
NOTES: Math scores statewide were revised in 2008-09 which changed the scaling and equating. Data from 2008-09 and on are not comparable to prior years.					

11UT3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 2 Test: Language Arts CRT

Edition/Publication Year: 2005-2010 Publisher: USOE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	79	90	61	82	57
Substantial	32	45	33	41	36
Number of students tested	28	20	18	17	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	82				
Substantial	35				
Number of students tested	17				
2. African American Students					
Proficient					
Substantial					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Substantial					
Number of students tested					
4. Special Education Students					
Proficient					
Substantial					
Number of students tested					
5. English Language Learner Students					
Proficient					
Substantial					
Number of students tested					
6.					
Proficient					
Substantial					
Number of students tested					
NOTES:					

11UT3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Mathematics CRT

Edition/Publication Year: 2005-2008/2008-2010 Publisher: USOE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	76	76	63	76	83
Substantial	34	38	37	47	78
Number of students tested	29	21	19	17	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	67				
Substantial	20				
Number of students tested	15				
2. African American Students					
Proficient					
Substantial					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Substantial					
Number of students tested					
4. Special Education Students					
Proficient					
Substantial					
Number of students tested					
5. English Language Learner Students					
Proficient					
Substantial					
Number of students tested					
6.					
Proficient					
Substantial					
Number of students tested					
NOTES: Math scores statewide were revised in 2008-09 which changed the scaling and equating. Data from 2008-09 and on are not comparable to prior years.					

11UT3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Language Arts CRT

Edition/Publication Year: 2005-2010 Publisher: USOE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	83	67	63	65	84
Substantial	59	48	32	41	63
Number of students tested	29	21	19	17	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	73				
Substantial	47				
Number of students tested	15				
2. African American Students					
Proficient					
Substantial					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Substantial					
Number of students tested					
4. Special Education Students					
Proficient					
Substantial					
Number of students tested					
5. English Language Learner Students					
Proficient					
Substantial					
Number of students tested					
6.					
Proficient					
Substantial					
Number of students tested					
NOTES:					

11UT3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Mathematics CRT

Edition/Publication Year: 2005-2008/2008-2010 Publisher: USOE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	83	90	90	79	88
Substantial	58	45	60	68	65
Number of students tested	24	20	20	19	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	91				
Substantial	55				
Number of students tested	11				
2. African American Students					
Proficient					
Substantial					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Substantial					
Number of students tested					
4. Special Education Students					
Proficient					
Substantial					
Number of students tested					
5. English Language Learner Students					
Proficient					
Substantial					
Number of students tested					
6.					
Proficient					
Substantial					
Number of students tested					
NOTES: Math scores statewide were revised in 2008-09 which changed the scaling and equating. Data from 2008-09 and on are not comparable to prior years.					

11UT3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: Language Arts CRT

Edition/Publication Year: 2005-2010 Publisher: USOE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	80	85	80	84	88
Substantial	64	50	55	63	71
Number of students tested	25	20	20	19	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	82				
Substantial	64				
Number of students tested	11				
2. African American Students					
Proficient					
Substantial					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Substantial					
Number of students tested					
4. Special Education Students					
Proficient					
Substantial					
Number of students tested					
5. English Language Learner Students					
Proficient					
Substantial					
Number of students tested					
6.					
Proficient					
Substantial					
Number of students tested					
NOTES:					

11UT3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Mathematics CRT

Edition/Publication Year: 2005-2008/2008-2010 Publisher: USOE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	100	75	59	59	88
Substantial	83	55	47	35	56
Number of students tested	18	20	17	17	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Substantial					
Number of students tested					
2. African American Students					
Proficient					
Substantial					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Substantial					
Number of students tested					
4. Special Education Students					
Proficient					
Substantial					
Number of students tested					
5. English Language Learner Students					
Proficient					
Substantial					
Number of students tested					
6.					
Proficient					
Substantial					
Number of students tested					
NOTES: Math scores statewide were revised in 2008-09 which changed the scaling and equating. Data from 2008-09 and on are not comparable to prior years.					

11UT3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: Language Arts CRT

Edition/Publication Year: 2005-2010 Publisher: USOE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	100	75	65	82	88
Substantial	78	50	35	53	63
Number of students tested	18	20	17	17	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Substantial					
Number of students tested					
2. African American Students					
Proficient					
Substantial					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Substantial					
Number of students tested					
4. Special Education Students					
Proficient					
Substantial					
Number of students tested					
5. English Language Learner Students					
Proficient					
Substantial					
Number of students tested					
6.					
Proficient					
Substantial					
Number of students tested					
NOTES:					

11UT3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: Mathematics

Edition/Publication Year: 2005-2008/2008-2009 Publisher: USOE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	80	79	64	82	86
Substantial	47	29	64	65	57
Number of students tested	15	14	11	17	7
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	70				
Substantial	50				
Number of students tested	10				
2. African American Students					
Proficient					
Substantial					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Substantial					
Number of students tested					
4. Special Education Students					
Proficient					
Substantial					
Number of students tested					
5. English Language Learner Students					
Proficient					
Substantial					
Number of students tested					
6.					
Proficient					
Substantial					
Number of students tested					
NOTES: Math scores statewide were revised in 2008-09 which changed the scaling and equating. Data from 2008-09 and on are not comparable to prior years.					

11UT3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 6 Test: Language Arts CRT

Edition/Publication Year: 2005-2010 Publisher: USOE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Apr
SCHOOL SCORES					
Proficient	67	71	73	88	100
Substantial	47	71	45	47	57
Number of students tested	15	14	11	17	7
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	50				
Substantial	40				
Number of students tested	10				
2. African American Students					
Proficient					
Substantial					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Substantial					
Number of students tested					
4. Special Education Students					
Proficient					
Substantial					
Number of students tested					
5. English Language Learner Students					
Proficient					
Substantial					
Number of students tested					
6.					
Proficient					
Substantial					
Number of students tested					
NOTES:					

11UT3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 7 Test: Mathematics CRT

Edition/Publication Year: 2005-2008/2008-2010 Publisher: USOE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Proficient	100	100	80	90	
Substantial	63	50	80	70	
Number of students tested	8	6	5	10	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Substantial					
Number of students tested					
2. African American Students					
Proficient					
Substantial					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Substantial					
Number of students tested					
4. Special Education Students					
Proficient					
Substantial					
Number of students tested					
5. English Language Learner Students					
Proficient					
Substantial					
Number of students tested					
6.					
Proficient					
Substantial					
Number of students tested					
NOTES: 5 years of data are not available because school did not have students in grade 7 until the 2006-2007 school year. Only 4 years of data are available. Math scores statewide were revised in 2008-09 which changed the scaling and equating. Data from 2008-09 and on are not comparable to prior years.					

11UT3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 7 Test: Language Arts CRT

Edition/Publication Year: 2005-2010 Publisher: USOE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Proficient	100	67	100	80	
Substantial	60	50	50	50	
Number of students tested	10	6	6	10	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Substantial					
Number of students tested					
2. African American Students					
Proficient					
Substantial					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Substantial					
Number of students tested					
4. Special Education Students					
Proficient					
Substantial					
Number of students tested					
5. English Language Learner Students					
Proficient					
Substantial					
Number of students tested					
6.					
Proficient					
Substantial					
Number of students tested					
NOTES: 5 years of data are not available because school did not have students in grade 7 until the 2006-2007 school year. Only 4 years of data are available.					

11UT3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 8 Test: Mathematics CRT

Edition/Publication Year: 2005-2008/2008-2010 Publisher: USOE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr		
SCHOOL SCORES					
Proficient	88	100	64		
Substantial	25	20	27		
Number of students tested	8	5	11		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Substantial					
Number of students tested					
2. African American Students					
Proficient					
Substantial					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Substantial					
Number of students tested					
4. Special Education Students					
Proficient					
Substantial					
Number of students tested					
5. English Language Learner Students					
Proficient					
Substantial					
Number of students tested					
6.					
Proficient					
Substantial					
Number of students tested					
NOTES: 5 years of data are not available because school did not have students in grade 8 until the 2007-2008 school year. Only 3 years of data are available. Math scores statewide were revised in 2008-09 which changed the scaling and equating. Data from 2008-09 and on are not comparable to prior years.					

11UT3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 8 Test: Language Arts CRT

Edition/Publication Year: 2005-2010 Publisher: USOE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr		
SCHOOL SCORES					
Proficient	83	100	100		
Substantial	50	50	40		
Number of students tested	6	6	10		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Substantial					
Number of students tested					
2. African American Students					
Proficient					
Substantial					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Substantial					
Number of students tested					
4. Special Education Students					
Proficient					
Substantial					
Number of students tested					
5. English Language Learner Students					
Proficient					
Substantial					
Number of students tested					
6.					
Proficient					
Substantial					
Number of students tested					
NOTES: 5 years of data are not available because school did not have students in grade 8 until the 2007-2008 school year. Only 3 years of data are available.					

11UT3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	82	83	70	79	80
Substantial	50	42	49	55	59
Number of students tested	130	106	101	115	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	79	81	71	83	
Substantial	47	44	51	52	
Number of students tested	73	32	35	23	
2. African American Students					
Proficient					
Substantial					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Substantial					
Number of students tested					
4. Special Education Students					
Proficient	76	88	55	47	
Substantial	48	42	32	18	
Number of students tested	25	24	22	17	
5. English Language Learner Students					
Proficient					
Substantial					
Number of students tested					
6.					
Proficient					
Substantial					
Number of students tested					
NOTES: Math scores statewide were revised in 2008-09 which changed the scaling and equating. Data from 2008-09 and on are not comparable to prior years.					

11UT3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	83	79	73	80	81
Substantial	55	51	41	50	54
Number of students tested	131	107	101	115	91
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	79	72	71	83	
Substantial	55	50	37	43	
Number of students tested	73	32	35	23	
2. African American Students					
Proficient					
Substantial					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Substantial					
Number of students tested					
4. Special Education Students					
Proficient	65	38	50	29	
Substantial	35	17	14	12	
Number of students tested	26	24	22	17	
5. English Language Learner Students					
Proficient					
Substantial					
Number of students tested					
6.					
Proficient					
Substantial					
Number of students tested					
NOTES:					

11UT3